



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

Teacher's Name: Miss Turpen **Lesson #:** 3 **Facet:** Interpretation

Grade Level: 11 **Numbers of Days:** 5-6

Topic: Understanding that ways of life in the North and the South were different.

PART I:

Objectives

Students will understand that people lived differently in the North and South, despite being in one country.

Students will know copperhead, scalawag, border ruffian, Compromise of 1850, Compromise of 1820, James Buchanan, Fort Sumner, and the Kansas-Nebraska Act.

Students will be able to tell a story about life in America in pre-Civil War times.

Product: Blog

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: E History - Students draw on concepts and processes deform history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Standard: E1 History - Historical Knowledge, Concepts, Themes, and Patterns

Grade Level: 9 - Diploma "Pre Civil War: Early/Mid 1800's"

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

Performance Indicators: a, b, d

Rationale:

Students will analyze themes and patterns in the cultures of the North and the South during the pre-Civil War.

Students will also understand complex concepts, such as sexism/racism/classism in pre-Civil War times that contributed to hostility between classes and states and show those themes in the iMovie for the unit.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Checking for Understanding will involve Circle, Square, Triangle; this activity will show me what the students really took away from my lesson. I intend to use this in the middle of the lesson.

Section II – timely feedback for products (self, peer, teacher)

Self-Assessment using a reflection will allow students to go through their blogs and make sure they have learned a sufficient amount of information and reflected over it before being submitted for grading to create a final reflection of the work. Students will also get feedback by the teacher using a rubric to score the student's blog entries and give feedback as to how they can improve.

Summative (Assessment of Learning):

Blog - Life of a Northern or Southern member of society 50pts

Students will keep a running blog that depicts life in the North or the South as a member of their society. They will choose a region, a class, and then a character to fit the region and the class. They will pretend they lived in the

1850's, and use this blog entry as a journal for their character. They will need to provide background information for their character, include major events and people, and provide an accurate picture for their character's life.

Integration

Technology:

I will use Google Blogger for the student's assessment, as well as RubiStar for the rubrics. I will make sure all students have their own computers, and as a class we will create blogs together. We will also upload all of the URL's to another blog/wiki page, something a storage. Finally, I will ask all students to give me their passwords, so I have a copy.

Content Areas:

English - Students will be expected to use proper grammar, spelling, and punctuation. They will have to create a coherent stream of blog entries for their assessment. This will call on their writing skills.

Drama - Students will need to think in the mindset of someone living in the North or South in the 1850's. They will need to understand the language of the time, the social norms, and the way of life to accurately create their blog entries.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use the Circle, Square, Triangle graphic organizer to show that they understand, what they think they understand, and what they do not understand; this activity will show me what the students really took away from my lesson. I intend to use this in the middle of the lesson, on several different days. I want to make sure the students are being engaged and learning. Students will explore the content through writing activities and prompts using Rally Coach. They will finish their writing knowledge using Sandwich graphic organizers, the students will start with early 1800's America and show all the changes, finally ending at the start of the Civil War.

Section II – Groups and Roles for Product

Each student will be expected to create their own blog for the assessment. It is acceptable for students to help each other on their content knowledge as well as writing, but in the end they must create their own product. Students will take the role of a person living in the North or the South, in whatever state they choose, during the 1850's. Students will need to reflect the way of life for that individual using key elements of culture and a realistic point of view. Students will need to do their own outside research for this project.

Differentiated Instruction

MI Strategies

Verbal: In the final project, the students will have to play the parts of a historical figure from a state in the North or the South. In this role, they will need to communicate with each other about the project and learn about their part using primary documents.

Visual: The idea behind being given a role and telling a story, is to provide a visual representation of society in the pre-civil war era. This activity will give learners a chance to see 'first hand' how people lived in their culture.

Musical: Musical learners will have a chance to use music in their stories during this lesson. They can incorporate songs into their roles and show traditional music from their respective cultures.

Kinesthetic: Kinesthetic learners will have as much room to move around and present their story as needed! They can bring in props/costumes to tell their stories, or even bring people outside to tell their stories!

Intrapersonal: In the final project, the students will have to play the parts of a historical figure from a state in the North or the South. In this role, students will need to reflect on how their life would have been like in that role at that time. This will involve deep reflection and rumination regarding that time period and society.

Naturalist: Students have the option to take advantage of filming outside during their final project, and using natural resources as a setting as well as getting a background set for their characters in the in-class story about their role and in the overall project.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

I expect students to come to me to get any worksheets they missed, or work out a plan to make up the missed work. I want students to make an appointment with me to make up the missed lesson (I will provide a second time, after-school, to review the lesson to those who have missed the class). The absent student is expected to complete all homework and organizers by the next class. If a student misses class, they miss opportunities to share their thoughts and understand the content, however it can be recouped with supplement instruction.

Extensions

Technology (SAMR):

Students will create a blog for their assessment, this is a type of modification technology. Students will need to create a running stream of blog entries, that can include multi-media. Students will also be allowed to create anything and attach it to the blog to further explain the way of life for their character. The blog entries will most likely involve several different medias, and will be available for other students to read (but not plagiarize) to gain more knowledge on their own topic. These blogs will act as a product and a resource during class time.

Gifted Students:

I want gifted students to complete coursework along with the other students. Regarding the blog, I feel as though gifted students can dictate their own involvement level. They can decide how in-depth they want to go, how much research they want to do, and how well they want to write. Giving the students the power regarding the product is a great responsibility. I also want them to help facilitate conversation and heighten other's ideas.

Materials, Resources and Technology

Circle, Square, Triangle Worksheet

Checklist

Rubric

Projector

Markers

Maps of America in 1800's

Student Sample

History Textbook

Source for Lesson Plan and Research

I intend to recheck all links before class, and have them pre-loaded on my browser. I will also ask students to have their own computers in class, in case the projector does not work. I would like to upload all links to a general space, where students can access them – or absent students can get them. In the case of my teacher computer is broken, I will break students into groups to use their own computers and reflect on the material.

[Editing Checklist for Self- and Peer Editing - ReadWriteThink](#) - Checklist for Peer assessment

[RubiStar Home](#) - Rubric

[Reader's Letter](#) - Hook

[How to Write Historical Fiction](#)

[How to Use Blogger - Youtube](#)

[Circle, Square, Triangle](#)

[Plantation History](#)

[Life as a Slave](#)

[Women's Rights](#)

[Northern Women Roles](#)

[Immigration - North](#)

[Abolitionist Stories](#)

[Story of Children](#)

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Agenda

Day 1

- Review of roles in the North and the South: 40 mins
- Introduction to the product, assignment of student's roles for the blogs: 40mins

Day 2

- Class Discussion over roles in the North: 40mins
- Rally coach activity: 40mins

Day 3

- Class Discussion over roles in the South: 40mins
- Rally coach activity: 40mins

Day 4

- Check-in on blog activity: 10mins
- Circle, Square, Triangle activity: 30mins
- Work-time on blogs: 40mins

Day 5

- Blog presentations: 80mins

Teaching and Learning Sequence

I have the room set up in table groups, groups are 6 students large and positioned around the classroom to maximize the space. All students are facing the front of the classroom and my desk.

Students will understand that people lived differently in the North and South, despite being in one country. Students will know copperhead, scalawag, border ruffian, Compromise of 1850, Compromise of 1820, James Buchanan, Fort Sumner, and the Kansas-Nebraska Act. Students will be able to tell a story about life in America in pre-Civil War times.

In this lesson, I will begin with the 'hook'. The 'hook' involves sharing stories from the past, both personal and historic stories. The idea is for students to understand that time has changed society, and that life is different for people who live at the same time. I intend to show, through [story telling](#), that life was different. Students will also share their own stories from their experience in their family, so there are more real world connections.

Where, Why, What, Hook Tailors: *Kinesthetic, Visual, Verbal.*

Students will know the following: [Copperhead](#), [scalawag](#), [border ruffian](#), [Compromise of 1850](#), [Compromise of 1820](#), [James Buchanan](#), [Fort Sumner](#), and the [Kansas-Nebraska Act](#). They will find out how all of these terms fit into society and the roles that they are researching. They will use [Circle, Square, Triangle](#) to show what they feel they know, what they need more information on, and what they don't know. The students will have a chance to recap all they have learned when I implement Rally coach at the end of most days; this will allow students to reflect

on their learning.

Equip, Explore, Rethink, Tailors: Visual, Interpersonal, Intrapersonal, Logical, Visual.

Students will be exposed to the roles in the North and the South, and the ways of life in both of the regions. They will be introduced to stories that come from different people in the different cultures, on Day 1. Students will then take Days 2 and 3 to specifically learn about the roles in the different cultures. They will also spend parts of Days 2 and 3 with writing activities, using Rally Coach. They will be asked to reflect on their knowledge, show their understanding, and have time to use their opinion. Through out the first 3 days, students will have chosen a character from a culture and have to run a live blog with that character's thinking. They will use these blogs to reflect, ask questions, and get into role-playing for the unit assessment. Day 4 is the check-in for the blogs they should have been writing, students will have a chance to ask questions in a graphic organizer, and work on their blogs. The last day of this lesson is a presentation day of the blogs.

Explore, Experience, Revise, Refine, Tailors: *Verbal, Intrapersonal, Interpersonal.*

Self-Assessment using a reflection will allow students to go through their blogs and make sure they have learned a sufficient amount of information and reflected over it before being submitted for grading to create a final reflection of the work. Students will also get feedback by the teacher using a rubric to score the student's blog entries and give feedback as to how they can improve.

Evaluate, Tailors: *Logic, Verbal, Interpersonal.*

Content Notes

Students will know.....

[Copperhead](#), [scalawag](#), [border ruffian](#), [Compromise of 1850](#), [Compromise of 1820](#), [James Buchanan](#), [Fort Sumner](#), and the [Kansas-Nebraska Act](#).

I want to facilitate discussion about the roles in the North and the South, versus a lecture style teaching method. I want students to discuss the way of life and compare/contrast it to their lives. The intent is to talk about the roles, discover stories about the people in those roles, and discuss. Links to the roles, bring students to the stories of that role.

North:

- *Several different roles in the North*
 - [Abolitionist](#)
 - [Freedman](#)
 - [Factory worker](#)
- Values in the North
 - No slavery
 - Economic boom
 - Industrialization
 - Urban life
 - Free states
 - Factory was integral to a town
 - Value on education

South:

- Less roles than in the North
 - [Plantation owner](#)
 - [Plantation family](#)
 - [Field Slave](#)

- [Poor whites](#)
- Values in the South
 - Slavery
 - Physical Work = Money
 - Rural
 - Uneducated, largely
 - Agriculture

Handouts

[How to Write Historical Fiction](#)

[Circle, Square, Triangle](#)

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboards learn in a sequential order. They enjoy organization and structure, along with clear instruction. In this lesson I will incorporate a breakdown of the society through the roles in the societies. I plan on working from the most elite position in society to the lowest slave job. Students will build on their understanding of the society with a more in-depth discussion of the roles in society.

Microscope: Microscopes are very interested in understanding concepts and larger ideas, they like to focus on the details and really understand the content. This lesson takes a comprehensive look at the roles that make up the societies. We begin the unit with a large picture, the regions in general, and then break it down to the roles that make up the societies. This lesson analyzes life in 1850's America, and gets as deep as the individual person in the society.

Puppy: Puppies flourish in an emotionally safe environment, they thrive on group settings and supportive conversations. This lesson utilizes group discussion, and is heavily reliant on a comfortable atmosphere for all students.

Beach Ball: Beach balls like variety and a change of pace. This lesson helps the beach balls with the sheer amount of differentiated instruction. This lesson provides activities that draw from all of the intelligences. This gives beach balls all of the spontaneity they desire, the personal freedom to decide what activities they will engage with, and the pure choice in the activities! There is also a lot of content that the students will have to learn, and different aspects of society; this will provide an constantly changing focus on content.

Rationale: This lesson greatly relies on the differences in learners, and I have spared no expense to give every type of learner a chance to succeed in this lesson. All students have some activity, understanding, or project that they can cling to and really use to understand the content. I have purposely made this lesson as accessible and multi-faceted as possible. I believe that every student has the ability to provide some intelligence and useful skills to the classroom environment, and this lesson utilizes those intelligences and skills to the best of their ability.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Checking for Understanding will involve Circle, Square, Triangle; this activity will show me what the students really took away from my lesson. I intend to use this in the middle of the lesson.

Summative:

Blog - Life of a Northern or Southern member of society 50pts

Students will keep a running blog that depicts life in the North or the South as a member of their society. They will choose a region, a class, and then a character to fit the region and the class. They will pretend they lived in the 1850's, and use this blog entry as a journal for their character. They will need to provide background information for their character, include major events and people, and provide an accurate picture for their character's life.

Rationale:

Both the formative and summative assessments involve student feedback on their learning. The Circle, Square, Triangle activity gives students a chance to show that they know and what they need more help learning. It is a simple way to gain feedback from the students on the content. The summative assessment shows student knowledge in both interpretation of a culture and the content knowledge. Students need to show a working understanding of the topic, which directly relates to the standard. Despite both assessments involving large ties to verbal learners, they also allow for the other intelligences to flourish and be shown. The blog involves as many multimedias as the student deems necessary, and the student can take advantage of as many intelligences and medias as they want to make the assessment complete.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

Students will understand that people lived differently in the North and South, despite being in one country.

Students will know copperhead, scalawag, border ruffian, Compromise of 1850, Compromise of 1820, James Buchanan, Fort Sumner, and the Kansas-Nebraska Act.

Students will be able to tell a story about life in America in pre-Civil War times.

MLR or CCSS or NGSS

Maine Learning Results

Content Area: Social Studies

Standard Label: E History - Students draw on concepts and processes deform history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Standard: E1 History - Historical Knowledge, Concepts, Themes, and Patterns

Grade Level: 9 - Diploma "Pre Civil War: Early/Mid 1800's"

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.

Performance Indicators: a, b, d

Facet:

Students will be able to tell a story about life in America in pre-Civil War times.**(Interpretation)**

Rationale:

This lesson involves working with another culture and another type of people. In this lesson, students are being asked to create a blog based on their interpretation and their working knowledge of another people. To complete their assessment, students must understand a new perspective from another people.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: In the final project, the students will have to play the parts of a historical figure from a state in the North or the South. In this role, they will need to communicate with each other about the project and learn about their part using primary documents.

Visual: The idea behind being given a role and telling a story, is to provide a visual representation of society in the pre-civil war era. This activity will give learners a chance to see 'first hand' how people lived in their culture.

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Naturalist: Students have the option to take advantage of filming outside during their final project, and using natural resources as a setting as well as getting a background set for their characters in the in-class story about their role and in the overall project.

Type II Technology:

Students will create a blog for their assessment, this is a type of modification technology. Students will need to create a running stream of blog entries, that can include multi-media. Students will also be allowed to create anything and attach it to the blog to further explain the way of life for their character. The blog entries will most likely involve several different medias, and will be available for other students to read (but not plagiarize) to gain more knowledge on their own topic. These blogs will act as a product and a resource during class time. I will make sure the links work, and in the event they do not – I will have them work in groups on their own with the links. It will be largely student-led learning.

Rationale:

All of the intelligences I have tailored for in this lesson show the multi-faceted construction of this lesson. There are many ways that my lesson can be altered to incorporate all of the students in my classroom. All activities can also be beneficial to any learner, with the intent to further their understandings in all of the intelligences. Blogging is the type II technology I am using, and this perfectly exemplifies the upper levels of SAMR and type II technologies. It incorporates video, audio, graphics, and typed information. Blogging is a good example of both a higher level of SAMR and Type II.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale:

In this lesson I promoted, supported, and modeled creative and innovative thinking and inventiveness. The formative assessment at the end of the lesson is an innovative, creative, and inventive way to assess student learning and understanding. It involves creative thinking and reflection that will materialize in a series of blog posts comprised of visual, audio, and textual evidence. Students will look at the roles of society in the pre-Civil War and relate those roles to today's; they may not be the same, but they have evolved.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale:

In this lesson students will take advantage of online resources to understand lives of people who lived over 100 years ago. This mixes contemporary tools with historical content. Students then need to use online resources to create their blogs to showcase their understanding. Students have the ability to customize their learning and their activities in order to show their understanding. Students will have several different ways to learn the content and show their knowledge.